



Maryland State Board &  
Department of Education



STRATEGIC PLANNING  
**ENGAGEMENT  
REPORT**

PHASE 1 | OCTOBER 2022



# A COMPANION PIECE TO THE STRATEGIC PLAN

This engagement report describes the journey to engage Maryland's diverse stakeholders and use what we have learned to inform the strategic planning process and the Phase 1 elements: the plan's vision, mission, values, priorities and enablers. These components are outlined in detail in the Strategic Plan. This report is a companion piece to the Strategic Plan guidebook, and both documents should be read together for an in-depth understanding of the plan's content and how it originated.

## TABLE OF CONTENTS

IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S FUTURE	04
STRATEGIC PLAN TIMELINE OF PHASES	06
OUR OBJECTIVE & OVERVIEW OF ENGAGEMENT	08
METHODS OF ENGAGEMENT	09
OUTREACH STRATEGIES	10
OUTREACH EXAMPLES & FIGURES	12
OVERVIEW OF SURVEY	14
OVERVIEW OF ROUND TABLES	18
OVERVIEW OF LISTENING SESSIONS	28
OVERVIEW OF COMMUNITY EVENTS & CONVERSATIONS	32
WHAT WE LEARNED SO FAR	34
WHAT IS COMING NEXT	36

# IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S FUTURE

The Blueprint for Maryland's Future was passed by the Maryland General Assembly in 2021 to transform public education in the state into a world-class education system. The legislation presents a once-in-a-generation opportunity to fulfill the promise of an excellent and equitable education for all children in Maryland, especially those who have been historically underserved. The Maryland State Board of Education and the Maryland State Department of Education are collaborating with local education agencies and boards, institutions of higher education, the Accountability and Implementation Board, employers and stakeholders across the state to plan and implement the initiatives in each of the Blueprint's five pillars.

With sweeping policy changes designed to accelerate student achievement, and an unprecedented investment of state and local resources, the Blueprint creates the conditions for truly reimagining the education experience from early childhood to postsecondary success. To accomplish this, the State Board and Maryland State Department of Education are developing a multiyear Strategic Plan that will be released in three phases.

Ultimately, the complete Strategic Plan, released by June 2023, will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every student.



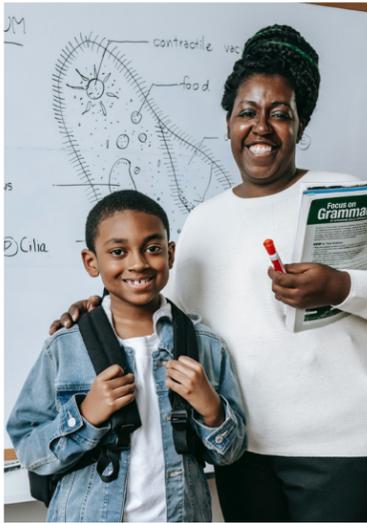
**5 BLUEPRINT PILLARS**

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland, and narrowing and closing opportunity and achievement gaps.



### EARLY CHILDHOOD EDUCATION

- Support more families to access no cost Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K partnerships



### HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

- Increasing starting salary to minimum \$60,000
- New career ladder and incentives for National Board Certified Teachers up to \$17,000
- Raising expectations for teacher preparation and induction



### COLLEGE & CAREER READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system



### MORE RESOURCES FOR STUDENT SUCCESS

- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students



### GOVERNANCE & ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance



NOVEMBER 2021

INITIAL ENGAGEMENT  
& DATA GATHERING



PHASE  
01



PHASE  
02



PHASE  
03



ONGOING COMMUNITY  
STAKEHOLDER ENGAGEMENT



BLUEPRINT IMPLEMENTATION

JULY 2023 & BEYOND



IMPLEMENTATION &  
CONTINUOUS IMPROVEMENT

# STRATEGIC PLAN TIMELINE OF PHASES

The Maryland State Board of Education and the Maryland State Department of Education have envisioned the development and release of the Strategic Plan in three phases that span from October 2022 to June 2023.

01

OCTOBER 2022

**Initial Release  
Mission, Vision,  
Values, Priorities  
and Enablers**

02

FEBRUARY 2023

**Refine Phase 1  
Release Goals  
and Metrics**

03

JUNE 2023

**Finalize Phase 1 & 2  
Identify Flagship  
Programs, Initiatives,  
and Strategies**

## PHASE 01

Extending from November 2021 to October 2022, this phase has focused on gaining initial input from a wide range of stakeholders representing the diversity of the state. Through multiple methods, from a statewide survey to round tables and listening sessions, to the State Superintendent shadowing students in schools throughout the state, we learned what mattered most to our communities to transform public education in Maryland. The feedback we received helped shape the Strategic Plan's foundational elements, specifically the vision, mission, values, priorities, and enablers.

## PHASE 02

Between October 2022 and February 2023, the State Board and the Maryland State Department of Education will continue to engage with our communities to refine the Phase 1 elements of the Strategic Plan, and develop the goals and metrics linked to each of the priorities outlined in Phase 1. Engagement will take the form of regional data conversations with stakeholders, ongoing student shadows, and a new series of round tables and listening sessions. The goals and metrics will be released in February 2023.

## PHASE 03

Between February and June 2023, we will engage with stakeholders to identify flagship strategies, initiatives, and programs to achieve the goals and metrics developed in Phase 2. This work will be informed by best-in-class research and involve in-depth conversations with education experts, practitioners, and decision makers from early childhood to K-12 education and from the business community to institutions of higher education. The complete Strategic Plan will be released in June 2023, and will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every child.

# OUR OBJECTIVE & OVERVIEW OF ENGAGEMENT

The Maryland State Board of Education and the Maryland State Department of Education are developing a multiyear Strategic Plan for the future of Maryland's education system. Public schools serve to prepare our future workforce and future community leaders and it is critical that we hear from as many people as possible throughout the process.

The guiding objective is to build processes and create space for stakeholder input as we work to develop a Strategic Plan, while seeking out and prioritizing new and underrepresented voices. This work will be the basis for creating transformational change in Maryland's education system.



# METHODS OF ENGAGEMENT

A multi-pronged approach was developed to structure engagement for the strategic planning process to ensure flexible, responsive and iterative communication with stakeholders. A combination of virtual and in-person engagement methods were implemented to ensure engagement of stakeholders across Maryland's diverse landscape.



## STAKEHOLDER TYPES

The primary aim of engagement for the first phase of the strategic planning process was to gain input from a wide range of stakeholders that represented the diversity of the state. Stakeholders included groups such as: students, families, educators and school/district staff, community organizations, advocates and experts, business community, and higher education partners. More than 34,000 connections were made through virtual and in-person touchpoints.

## ENGAGEMENT METHODS EXPLAINED

### COMMUNITY CONVERSATIONS

Community conversations were developed as a mechanism for the State Superintendent to be able to engage specific communities outside of the data collection process for the strategic plan. Similar to round tables, community conversations engage a small group of stakeholders in a discussion.

### SURVEYS

The purpose of the survey was to allow as many people as possible, in every community and every stakeholder group, to provide feedback on the state of public education in Maryland and the top priorities for improvement.

### COMMUNITY EVENTS

Events included presenting the strategic planning process to community organizations, advisory councils, school district and family events, and other stakeholder meetings (festivals, fairs, conferences, etc.)

### ROUND TABLES

The purpose of the round tables is to engage in dialogue with a specific stakeholder group or with a range of stakeholders on a specific topic through a small group discussion format.

### LISTENING SESSIONS

Listening sessions provided a space for community partners to share input on the Strategic Plan. Listening sessions were hosted by external groups with technical assistance provided by Maryland State Department of Education staff.

# OUTREACH STRATEGIES

A variety of outreach strategies were used to communicate with stakeholders in order to invite them to participate in the strategic planning process every step of the way. Staff members engaged with the community through grassroots efforts as well as traditional marketing strategies. The result was an overwhelming number of responses representing the diverse voices of Maryland.

	<p><b>SOCIAL MEDIA CAMPAIGN</b></p> <p>Digital marketing was used in every engagement method throughout the strategic planning process. Social media strategies were used to target large areas of the state and to encourage a wide variety of stakeholders to interact.</p>
	<p><b>RADIO ADVERTISING</b></p> <p>Radio spots in both English and Spanish were recorded and distributed on popular radio stations statewide with an emphasis on reaching historically underrepresented and hard-to-reach audiences.</p>
	<p><b>DIRECT MAIL PIECES</b></p> <p>Postcards were mailed to zip codes in communities with low survey response rates in both English and Spanish. The mailed pieces included a QR code link directing them to the online survey.</p>
	<p><b>DOOR-TO-DOOR MARKETING</b></p> <p>Using United States Census Bureau data, door hangers were distributed to participants in areas with low-response groups and counties, areas with community schools, and areas with underrepresented groups.</p>
	<p><b>EVENT PROMOTION</b></p> <p>Maryland State Department of Education staff attended both virtual and in-person events, interacting with participants to promote involvement at community meetings, school and district events, festivals, fairs and conferences.</p>
	<p><b>COMMUNITY OUTREACH</b></p> <p>An outreach toolkit was developed to include sample language for newsletters and emails, social media graphics, and a flyer translated into English and Spanish to promote the strategic planning survey.</p>
	<p><b>PRESS RELEASES</b></p> <p>News media was leveraged to keep stakeholders informed of upcoming events and progress made throughout the strategic planning process. Press releases were distributed prominently on the Maryland State Department of Education website.</p>
	<p><b>COMMUNITY PARTNERSHIPS</b></p> <p>Maryland State Department of Education established a community engagement team committed to developing partnerships with community-based organizations, nonprofits, associations, and groups representing Maryland residents.</p>



# Every Voice Counts.

The Maryland State Board of Education and the Maryland State Department of Education invite you to participate in their Strategic Planning Survey to help define the future of public school education.

We want to hear from all Maryland residents as we enhance educational opportunities for every Maryland child.

**Take the survey today.**  
**Help shape the future of education for every child.**

We want to hear from all Maryland residents – with or without school-age children!

## Take the survey:

[www.marylandpublicschools.org/Survey](http://www.marylandpublicschools.org/Survey)



SCAN ME



# OUTREACH EXAMPLES & FIGURES

Serving as ambassadors for the Maryland State Board of Education and the Maryland State Department of Education, the engagement team sought out community feedback, built partnerships, hosted town hall meetings, round tables, workshops, and more. The engagement team was responsible for implementing strategies to reach stakeholders on their terms. Below are a few examples of some of the strategies used during the first phase of engagement for the strategic planning process.

## EVENT PROMOTION

The Maryland State Department of Education engagement staff attended **65 virtual and in-person events** interacting with **5200+ participants** to promote the strategic planning survey and provide stakeholders with opportunities to take the survey.



**Complete the Strategic Planning Survey today!**

- Inicie la Encuesta de Planificación Estratégica
- 권한 기획 설문조사 시작
- Bắt đầu Khảo sát Lập kế hoạch Chiến lược
- ابدأ مسح التخطيط الاستراتيجي
- Commencer l'enquête sur la planification stratégique
- استرئجك پاننگ سرورء شروع كرئ
- 開始戰略規劃調查

marylandpublicschools.org/Survey

## SOCIAL MEDIA

A social media campaign was developed to promote the survey, round tables, listening sessions, as well as community events. More than **657,115 impressions** were recorded during this time on platforms such as Facebook, Twitter, YouTube, LinkedIn, etc.

## POSTCARD MAILER

Over **29,700 direct mail pieces** were distributed in three rounds across six counties.

- Baltimore City: 9,592
- Baltimore County: 5,413
- Montgomery County: 1,789
- Prince George's County: 8,265
- Charles County: 2,242
- Somerset County: 2,421

## DOOR HANGERS

More than **13,760 door hangers** were distributed in three rounds across four different counties.

- Baltimore City: 5,889
- Baltimore County: 2,824
- Montgomery County: 2,508
- Prince George's County: 2,892



## MSDE Engages Our School Communities

STATE INTERAGENCY COORDINATING COUNCIL LISTENING SESSION



*The Reflective Coaching Model is working well with families and providers. Families now receive interventions that they are able to integrate into their child's daily routines to support the healthy development of our earliest learners.*

**We want to hear from you!**  
Connect with us: [bit.ly/MSDEEngages](https://bit.ly/MSDEEngages)



## DIGITAL MEDIA

The Maryland State Board of Education and the Maryland State Department of Education publicized recorded versions of round tables, listening sessions, and community conversations on the MSDE TV YouTube channel. Collectively, those videos received over **10,000 views** and continue to be available to the public.

## COMMUNITY OUTREACH

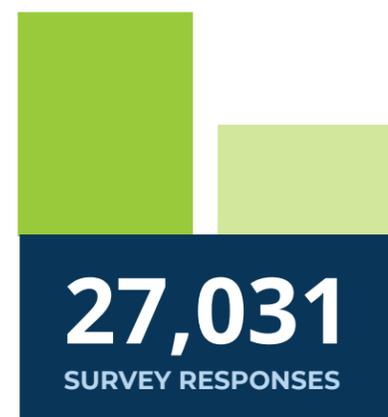
An outreach toolkit including sample language for newsletters and emails, social media graphics, and a flyer was distributed to promote the strategic planning survey. The toolkit was emailed to more than **1,125 groups**. Over **20,000 physical flyers** were distributed to close to 100 community partners throughout the state. Posters were displayed in high-traffic areas of public transport and accounted for more than **3.765 million impressions**.





## OVERVIEW OF SURVEY

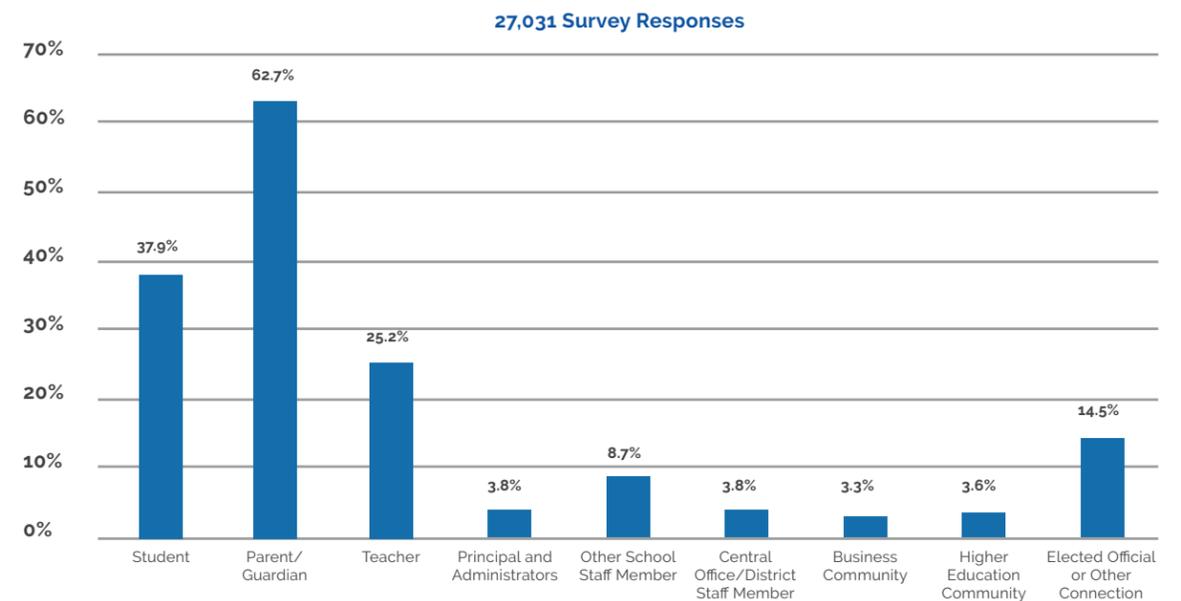
The Maryland State Board of Education and the Maryland State Department of Education developed an online survey to allow everyone in the state to provide feedback on the state of public education in Maryland and the top priorities for improvement. The purpose of the survey was to allow as many people as possible, in every community and every stakeholder group, to share their views to transform Maryland's public education into a best-in-class educational system.



**SURVEY RESPONSES EXCEEDED ORIGINAL GOAL OF 15,000 BY MORE THAN 12,000 RESPONDENTS**

## SURVEY RESPONDENTS BY STAKEHOLDER GROUP

The survey was launched on January 25, 2022, and it continues to be open. A total of 27,031 respondents from every county in Maryland completed the survey during this period. Survey respondents represented a wide range of stakeholder groups, with parents/guardians, teachers, and students representing the largest number of participants.



## DIVE INTO THE SURVEY RESULTS



**MORE THAN 85%** BELIEVE THE QUALITY OF PUBLIC SCHOOLS IS "EXTREMELY IMPORTANT" FOR MARYLAND'S SUCCESS AS A STATE

We see great consistency in responses when comparing percentages across stakeholder groups, race/ethnicity, and regions. For stakeholder groups, for example, the percent who answered "extremely important" ranges from 77% for students to 88% for parents/guardians.

**71%** HAVE A POSITIVE OPINION OF MARYLAND PUBLIC SCHOOLS' PERFORMANCE

We see important variations by stakeholder group. For example, only 56% of respondents in the business community have a positive opinion, compared to 77% of school leaders. We also see important variations by race/ethnicity, with 84% of Asian respondents holding a positive view compared to 71% of Blacks/African Americans and 70% of Hispanics/Latinos.

*This analysis is based on all responses collected as of June 9, 2022, a total of 21,052 responses.*

# EMERGING PRIORITIES & ENABLERS

When taking a closer look at survey responses, it was clear that regardless of stakeholder type, race/ethnicity, and/or geographic location respondents had similar priorities. During Phase 1 of the engagement process, the Maryland State Board of Education and the Maryland State Department of Education will continue to survey families and communities and utilize that feedback to inform the next phase of the strategic planning process.

**PRIORITY**

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

**PRIORITY**

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

**ENABLER**

Maryland is ensuring student success by:

- supporting our students' social-emotional learning, health and wellness, and safety;
- enhancing school culture and climate; scaling high-quality wraparound supports and partnerships; and
- strengthening family and community engagement.

**ENABLER**

Maryland is elevating the stature of the teaching profession by:

- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;
- setting rigorous standards for educator preparation programs and induction; and
- implementing a career ladder system focused on development and growth opportunities for all educators.

## TOP 5 PRIORITIES BY RESPONDENT TYPE

RANKING	STUDENTS	TEACHERS	SCHOOL LEADERS	BUSINESS COMMUNITY
1	Improving reading and writing in the early grades	Improving reading and writing in the early grades	Improving reading and writing in the early grades	Improving reading and writing in the early grades
2	Improving math and science skills	Improving social, emotional, and mental health supports	Improving social, emotional, and mental health supports	Improving math and science skills
3	Improving social, emotional, and mental health supports	Improving critical thinking, problem solving, collaborative teamwork skills	Developing more excellent teachers	Improving critical thinking, problem solving, collaborative teamwork skills
4	Developing more excellent teachers	Expanding Career and Technical Education programs	Improving math and science skills	Expanding Career and Technical Education programs
5	Improving critical thinking, problem solving, collaborative teamwork skills	Recognizing and rewarding our best teachers	Improving critical thinking, problem solving, collaborative teamwork skills	Improving social, emotional, and mental health supports

## TOP 5 PRIORITIES BY RACE/ETHNICITY

RANKING	BLACK RESPONDENTS	HISPANIC RESPONDENTS	ASIAN RESPONDENTS	WHITE RESPONDENTS
1	Improving reading and writing in the early grades	Improving reading and writing in the early grades	Improving reading and writing in the early grades	Improving reading and writing in the early grades
2	Improving social, emotional, and mental health supports	Improving math and science skills	Improving math and science skills	Improving social, emotional, and mental health supports
3	Improving math and science skills	Improving social, emotional, and mental health supports	Developing more excellent teachers	Improving math and science skills
4	Developing more excellent teachers	Developing more excellent teachers	Improving critical thinking, problem solving, collaborative teamwork skills	Improving critical thinking, problem solving, collaborative teamwork skills
5	Increasing resources to underserved communities	Improving critical thinking, problem solving, collaborative teamwork skills	Improving social, emotional, and mental health supports	Developing more excellent teachers

**52%** SELECTED **READING & WRITING IN THE EARLY GRADES** AS THEIR TOP PRIORITY

This priority remains at the top of the list when comparing results by stakeholder group and by region. That is also the case when we break down the results by race/ethnicity, with the only exception of Asian respondents, for whom this priority is the second most frequently selected, very closely after math and science skills.

**TEACHERS & BUSINESS LEADERS** SELECTED **EXPANDING CTE PROGRAMS** AMONG THE TOP FIVE MOST FREQUENTLY SELECTED PRIORITIES

Expanding Career and Technical Education programs appeared among the five most frequently cited priorities for teachers and business leaders. In addition, recognizing and rewarding best teachers was one of the five most cited priorities for teachers.

**NEARLY 1/3** CHOSE **SUPPORTS FOR SOCIAL, EMOTIONAL, AND MENTAL HEALTH AND MATH AND SCIENCE SKILLS**

When looking at the overall results, there were two priorities that received the second largest percentage: supports for social, emotional, and mental health and math and science skills, each selected by nearly a third of respondents.

**CLOSE TO 28%** CHOSE **DEVELOPING EXCELLENT TEACHERS AND CRITICAL THINKING, PROBLEM SOLVING, AND TEAMWORK SKILLS**

Nearly 28% of respondents selected developing excellent teachers and critical thinking, problem solving, and teamwork skills as their fourth and fifth priorities. School leaders included developing excellent teachers in their top three priorities.

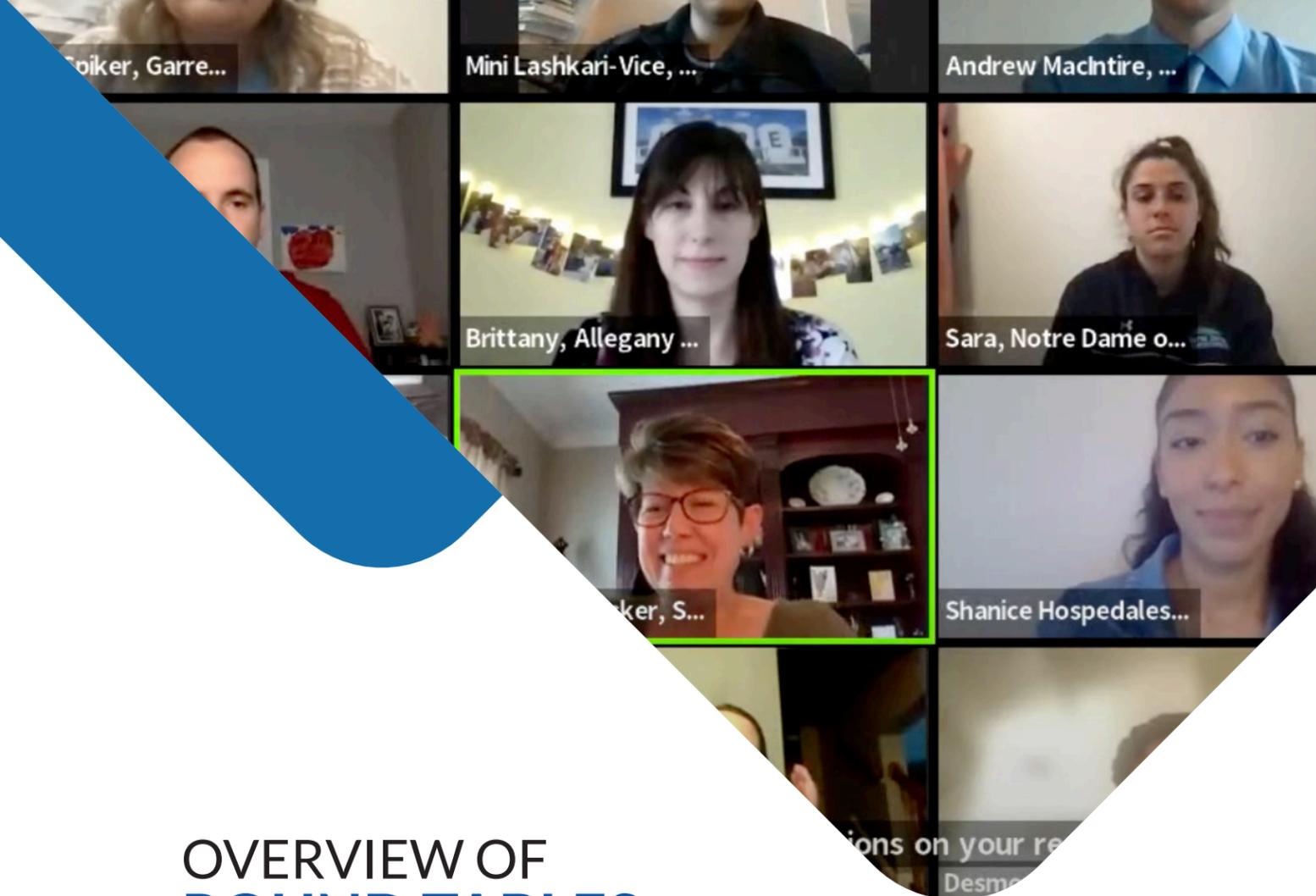
**BLACK RESPONDENTS** INCLUDED **RESOURCES TO UNDERSERVED COMMUNITIES** IN THEIR TOP FIVE PRIORITIES

There were also differences when comparing results by race/ethnicity and by stakeholder group. Black/African American respondents included resources to underserved communities in their five most frequently selected priorities. This reinforces the unrealized equity work that Maryland needs to do.

**ACROSS THE BOARD** THE RESPONSES ECHOED THE SAME TOP PRIORITIES OVERALL

Across all racial and ethnic groups improving reading and writing in the early grades was the top priority. The result was the same when the data was analyzed by stakeholder group. This reflects the critical importance that all Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

*This analysis is based on all responses collected as of June 9, 2022, a total of 21,052 responses.*



# OVERVIEW OF ROUND TABLES

The purpose of the round table is to engage in dialogue with a specific stakeholder group or with a range of stakeholders on a specific topic through a small group discussion format. Round tables were hosted by the Maryland State Board of Education and the Maryland State Department of Education on a virtual streaming platform. They were recorded and live streamed on the MSDE TV YouTube channel where viewers were able to comment and ask questions during the round table to expand participation. Transcripts from each round table and YouTube chat were analyzed for this engagement method.

## MORE THAN 300 PARTICIPANTS



**22** ROUND TABLES



# ROUND TABLE TOPICS

In collaboration with community partners and participants, topics were used to develop questions for each round table. Stakeholders who represent roles connected to the topic including students, families, educators, school and district leaders, service providers, community partners, etc. were prioritized. This process also ensured geographic, racial/ethnic, linguistic, socioeconomic, age, gender and role diversity in participation.

STUDENTS	TEACHERS	FAMILIES
MENTAL HEALTH	CAREER AND TECHNICAL EDUCATION	SCHOOL LEADERS
BUSINESS LEADERS	ENGLISH LEARNERS	SPECIAL EDUCATION
EDUCATOR DIVERSITY	EARLY CHILDHOOD EDUCATION	EARLY CAREER & RISING EDUCATORS
ARTS EDUCATION	HIGHER EDUCATION	VIRTUAL SCHOOL
LOCAL SCHOOL BOARD MEMBERS	COMMUNITY SCHOOLS	LOCAL SUPERINTENDENTS

# ROUND TABLE DATA BREAKDOWN

The percentage of participants who identify as Black/African American, Hispanic/Latino, and Asian are similar to Maryland's racial and ethnic demographics from the 2021 American Community Survey. When requesting recommendations for round table participants, engagement partners were asked to prioritize racial, ethnic, linguistic, and geographic diversity in order to ensure participants reflected the rich diversity of the state.

## BY RACE/ETHNICITY

RACE/ETHNICITY	COUNT	PERCENTAGE	ACS 21
ASIAN	18	6%	7%
BLACK/AFRICAN AMERICAN	87	28%	29%
HISPANIC/LATINO	35	11%	12%
WHITE	119	39%	47%
BLANK/PREFER NOT TO DISCLOSE/OTHER	48	16%	4%
<b>TOTAL</b>	<b>307</b>	<b>100%</b>	

Through the registration process, participants were given the option to request interpretation services and translation of materials which allowed the round table discussions to include multilingual Marylanders. All round tables were live streamed on the MSDE TV YouTube channel to allow more public engagement.

## BY STAKEHOLDER TYPE

STAKEHOLDER TYPE	COUNT	PERCENTAGE
STUDENTS/ FORMER STUDENTS	50	16%
FAMILY MEMBERS	39	13%
EDUCATORS	72	23%
SCHOOL STAFF	13	4%
SCHOOL LEADERS	29	9%
DISTRICT STAFF	29	9%
LOCAL SCHOOL BOARD LEADERS	38	12%
BUSINESS LEADERS	12	4%
HIGHER EDUCATION PARTNERS	6	2%
COMMUNITY PARTNERS	11	4%
OTHER/BLANK	8	3%
<b>TOTAL</b>	<b>307</b>	<b>100%</b>

Students, families, educators, school and district staff/leaders, community partners, higher education partners, and business leaders participated in round table discussions. Educators had the highest, and students had the second highest, levels of participation.

## BY GEOGRAPHIC REPRESENTATION

COUNTY/LEA	COUNT	PERCENTAGE
ALLEGANY COUNTY	12	4%
ANNE ARUNDEL COUNTY	14	5%
BALTIMORE CITY	29	10%
BALTIMORE COUNTY	20	7%
CALVERT COUNTY	6	2%
CAROLINE COUNTY	3	1%
CARROLL COUNTY	9	3%
CECIL COUNTY	14	5%
CHARLES COUNTY	13	5%
DORCHESTER COUNTY	6	2%
FREDERICK COUNTY	8	3%
GARRETT COUNTY	3	1%
HARFORD COUNTY	5	2%
HOWARD COUNTY	12	4%
KENT COUNTY	7	2%
MONTGOMERY COUNTY	30	10%
PRINCE GEORGE'S COUNTY	30	10%
QUEEN ANNE'S COUNTY	6	2%
SAINT MARY'S COUNTY	9	3%
SOMERSET COUNTY	7	2%
TALBOT COUNTY	9	3%
WASHINGTON COUNTY	10	3%
WICOMICO COUNTY	7	2%
WORCESTER COUNTY	4	1%
OTHER/BLANK	13	5%
<b>TOTAL</b>	<b>286</b>	<b>100%</b>

Participation in round tables included each county and Baltimore City. The goal for each round table was to have regional representation from the Western, Eastern Shore, Southern, and Central Maryland regions of the state.

# ROUND TABLE PARTICIPANTS REPRESENTED

GIFTED & TALENTED	SPECIAL EDUCATION	MULTILINGUAL	EARLY CHILDHOOD EDUCATORS
ENGLISH	MATH & SCIENCE	SOCIAL STUDIES	TEACHERS OF COLOR
CAREER & TECHNICAL EDUCATION	ART, MUSIC, & THEATRE	LOCAL STUDENT BOARD MEMBERS	ADVOCATES
COMMUNITY SCHOOLS COORDINATORS	CHILDCARE PROVIDERS	JUDY CENTER PROGRAMS	HEAD START



## A LOOK INTO ROUND TABLES: EDUCATOR DIVERSITY & EARLY CAREER & RISING EDUCATORS

Participants in these two round tables had an opportunity to share their own experiences on teacher diversity and the early stages in the teacher pipeline, from recruitment into the profession to teacher preparation and certification, to their first years in the job.



### KEY TAKEAWAYS

#### TEACHERS OF COLOR

CITED THEIR OWN EARLY EXPERIENCES WITH LACK OF REPRESENTATION AS HAVING A PROFOUND IMPACT ON THEIR DECISION TO BECOME A TEACHER & STAY IN THE PROFESSION

For some participants, the urgency to address that representation gap is a powerful internal driver. When speaking about recruiting students of color into the teaching profession, participants noted the lack of information for those who may be interested in a career in teaching. As a participant put it, "I had to figure all of that by myself." Another major obstacle for increasing the number of teachers of color, according to participants, was the steep cost of becoming a teacher, suggesting the need for financial assistance in the form of tuition reimbursement, paid internships, and/or stipends for student teachers.

#### IN THE EARLY STAGES

TEACHERS OF COLOR FACED UNIQUE CHALLENGES DIFFERENT FROM THAT OF THEIR COLLEAGUES

A female teacher recounted, for example, how she had been told by her superiors that her hair was "a little distracting." Teachers of color stated that they were often asked to assist with multiple student support and parent engagement activities beyond teaching such as providing translation services to non-English speaking parents/guardians. Despite the challenges, new teachers of color felt that it was important for them to stay in the profession and "to keep pushing." In their experience, they could truly make a difference not only for students of color but also for all students.

#### IMPORTANCE OF MENTORS

WAS A COMMON THEME FOR EARLY CAREER SUCCESS AND NEW TEACHER RETENTION AMONGST PARTICIPANTS

This was crucial for all early career educators, including teachers of color. At the same time, participants were aware of the shortcomings in many existing mentor programs that "do it on a surface level" without training mentors, providing mentors with release time, and/or creating structured opportunities for mentees to improve their teaching practice by working closely with their mentors.

*"It was great that I could speak Spanish, like 'Oh my gosh, you understand where these students are coming from.' But it was a double-edged sword because it led to many of my schools that they would ask me during my own personal time, hey, 'I have a parent who doesn't speak English, can you translate?' 'By the way I can't communicate with the student, do you know what's going on?' And I felt like as a new teacher I could not say no and so it was definitely like I was backed into a corner."*



### QUESTIONS ASKED

- 1 Describe the process of entering the educator workforce including your teacher preparation program, any barriers or supports that facilitated your entry into the educator workforce, and your ideas for improvements to better prepare educators to work in a variety of environments with diverse students.
- 2 Maryland and many other states are implementing strategies to strengthen the educator pipeline and diversify the workforce including "grow-your-own" programs and other initiatives. How do you think we should be supporting and encouraging students to enter the educator workforce? What other strategies should we consider to recruit more teachers of color in Maryland?
- 3 What conditions make teaching challenging for educators of color? Can you describe the spoken and unspoken asks and expectations of teachers of color that can make teaching more challenging?
- 4 What do you need from school systems to better support teachers of color and to elevate their voices?
- 5 How can school systems better support early career teachers so that they stay beyond the first five years?



### EMERGING PRIORITIES & ENABLERS

During Phase 1 of the strategic planning process, the Maryland State Board of Education and Maryland State Department of Education will engage stakeholders to develop strategies that strengthen every stage of the teacher pipeline, remove barriers for the recruitment and retention of teachers of color, and ensure that all early career and rising educators have the training and support they need to thrive in the profession.



Maryland is elevating the stature of the teaching profession by:

- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;
- setting rigorous standards for educator preparation programs and induction; and
- implementing a career ladder system focused on development and growth opportunities for all educators.

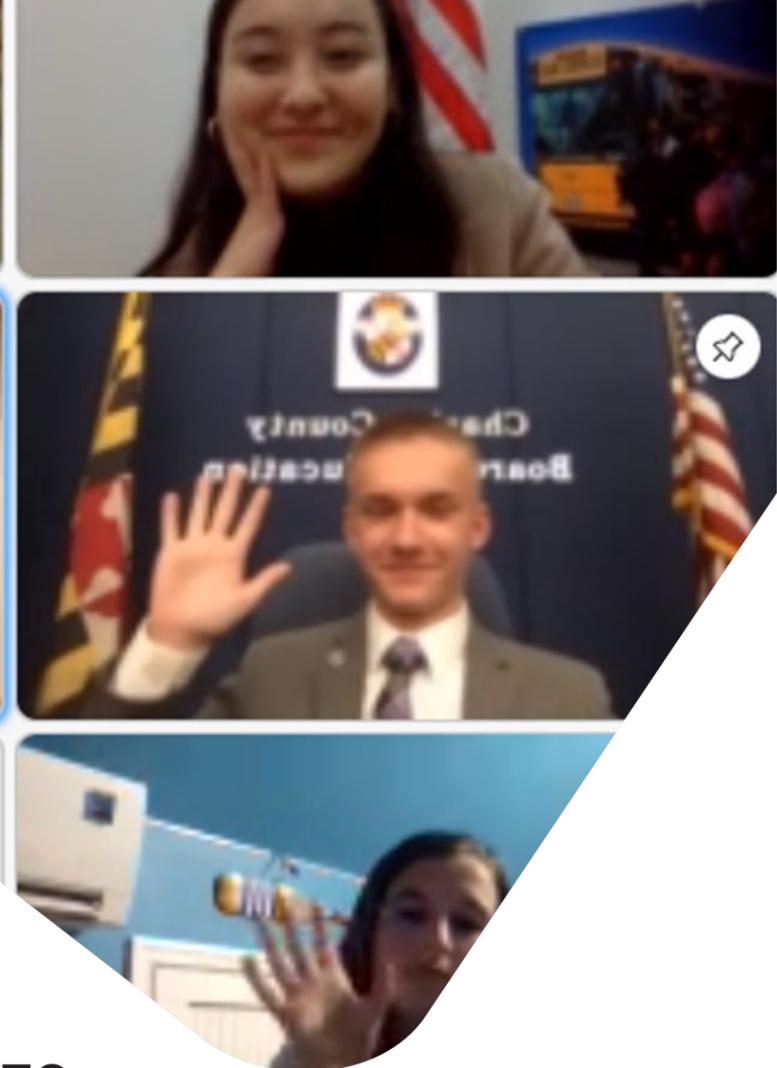
## A LOOK INTO ROUND TABLES: STUDENTS & FAMILIES

These two round tables offered participants an opportunity to provide feedback on what is working well and what needs improvement in their school community, their local education agency, and public education in the state. Participants shared their views about the effects of the pandemic, students' preparation for college and careers, the qualities of the most impactful teachers, and where to invest resources to improve education.



### QUESTIONS ASKED

- 1 How has your student been impacted academically and social-emotionally by the COVID-19 pandemic and what mental health supports are available to your student and family through your local school? What supports are working well and what would you like schools to do better?
- 2 What aspects of your school community could be improved to benefit everyone?
- 3 Do you feel that the way education is designed in Maryland is best preparing you/your student for future college and careers? Why or why not? If not, what would you change?
- 4 When considering the teacher who has had the most profound impact on you/your student's learning experience and academic success, what qualities did that individual bring to the classroom?
- 5 If you had one million dollars to invest in your school/your local education agency, how would you spend the money?



### KEY TAKEAWAYS

#### STUDENTS TALKED

ABOUT SPECIFIC CLASSROOM STRATEGIES THAT THE MOST IMPACTFUL TEACHERS WOULD USE

Student participants identified classroom strategies that the most impactful teachers would use to keep students engaged and help them develop their knowledge and skills. One approach that stood out in students' comments was teachers' openness to learn from students by voluntarily engaging in student-led activities and by asking students themselves how to improve their own teaching.

#### COLLEGE & CAREER

READINESS WAS AN AREA WHERE BOTH PARENTS/GUARDIANS AND STUDENTS FOUND ROOM FOR IMPROVEMENT

While some of the participants were benefiting from high-quality career and technical education and other specialized programs, they acknowledged that these opportunities were not always well known or equitably distributed. Participants advocated for greater investment in career counseling and for an expansion of college and career courses during high school to better prepare all students for postsecondary success.

#### FAMILY MEMBERS

TALKED ABOUT THE PROFOUND IMPACT OF THE PANDEMIC ON THEIR CHILDREN'S ABILITY TO LEARN, THEIR EMOTIONAL WELLBEING, AND THEIR SENSE OF CONNECTION

Beyond the immediate impact on their own children, participants reflected on how the pandemic had laid bare long-standing unmet needs and profound deficits in services for students and their families, from food insecurity to uneven access to reliable internet to a chronic shortage of mental health services. The pandemic heightened these needs and created more urgency for finding solutions. Participants called for greater availability of counselors in school buildings and for better education for both parents/guardians and students regarding mental health and emotional wellbeing.

“My kid was in second grade before, but now he's on third grade, but last year he fell behind so much when the pandemic started. I don't speak a word of English and his teacher doesn't speak a word of Spanish and my kid was falling behind more and more... and she tried everything, absolutely everything to be able to communicate directly with me so we could do something about it. And she would find, for example, a Google translator, other type of chats that would be helpful for us to communicate. ...He was able to catch up with all the content and his peers...”



### EMERGING PRIORITIES & ENABLERS

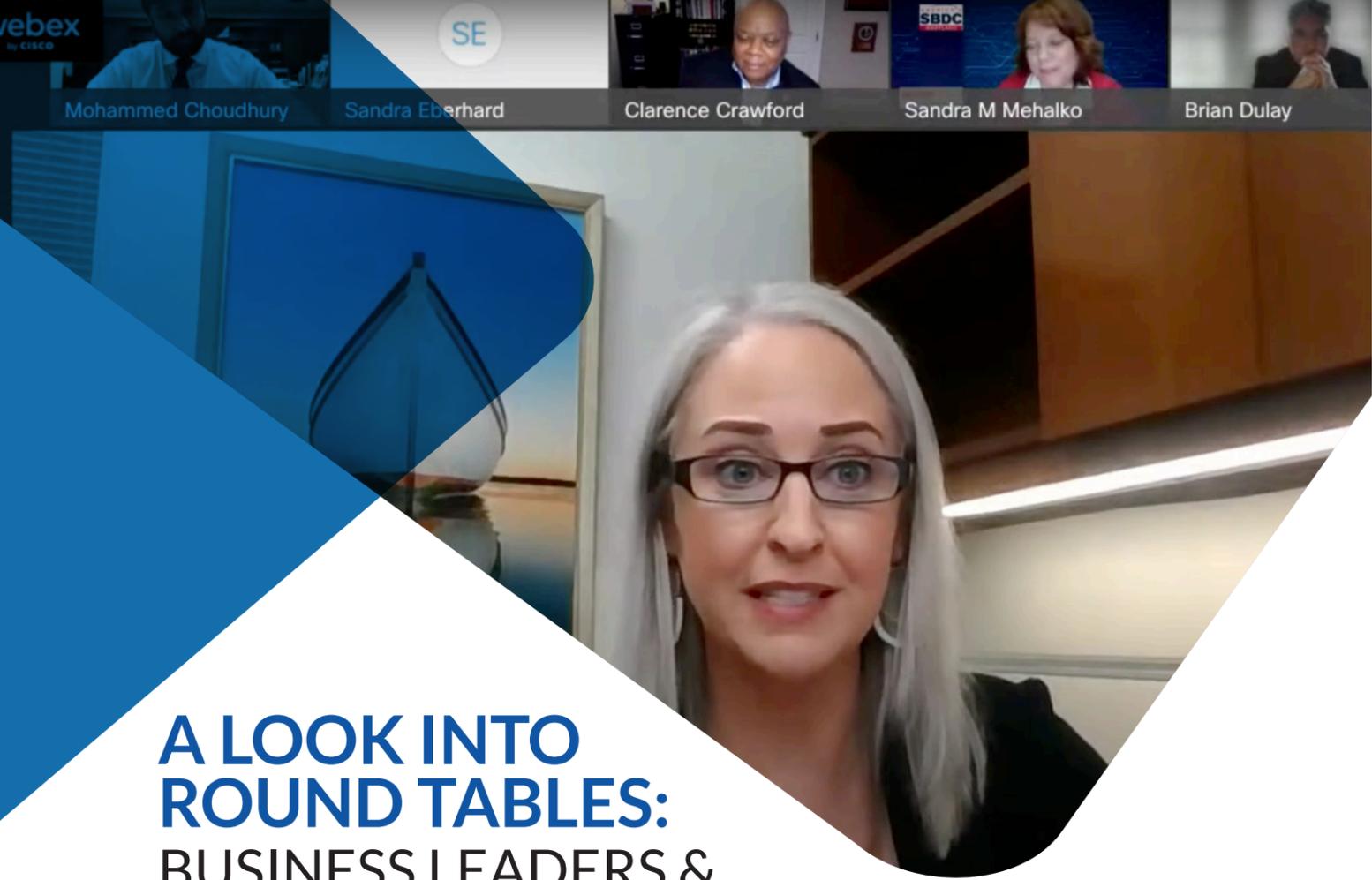
The Maryland State Board of Education and Maryland State Department of Education will focus on supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

#### PRIORITY

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

#### ENABLER

- Maryland is ensuring student success by:
  - supporting our students' social-emotional learning, health and wellness, and safety;
  - enhancing school culture and climate;
  - scaling high-quality wraparound supports and partnerships; and strengthening family and community engagement.



# A LOOK INTO ROUND TABLES: BUSINESS LEADERS & CAREER & TECHNICAL EDUCATION

The participants in the business leaders round table included business executives and entrepreneurs representing corporations, trade associations, and workforce development groups. A diverse group of participants contributed to the career and technical education round table, from employers, community-based CTE providers, and government officials to educators, students, and former students. In both events, the discussion was focused on areas of strength and areas in need of improvement in CTE programs in Maryland. Participants also had the opportunity to propose their own innovative ideas to improve and expand CTE programs, apprenticeships, and industry recognized credentials.

## QUESTIONS ASKED

- 1** For those of you who have experienced CTE classes and programs, what is working well? What can be better? What are your ideas for innovative practices?
- 2** The Blueprint for Maryland's Future places an emphasis on industry credentials. So, for those of you that have earned or are earning an industry credential, what has worked well regarding the process to earn a credential and what can be improved?
- 3** And for the employers, what successes and barriers are you seeing (regarding the process for students to earn an industry recognized credential) and how can you creatively problem solve to overcome those barriers?
- 4** How can the education and business communities work together more creatively and collaboratively to grow work-based learning opportunities for Maryland public school students?
- 5** If you had \$1 million to invest in your local school CTE program, what would you spend the money on?

## EMERGING PRIORITIES & ENABLERS

- (a)(1) On or before December 1, 2022, the Career and Technical Education Committee shall establish, for each school year between the 2023-2024 school year and the 2030-2031 school year, inclusive, statewide goals that reach 45% by the 2030-2031 school year, for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or an industry-recognized occupational credential. (Education §21-204)
- ENABLER** Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.
  - PRIORITY** All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

## KEY TAKEAWAYS

- STUDENT PARTICIPANTS** WHO HAD RECENTLY COMPLETED INTERNSHIPS, APPRENTICESHIPS, AND OTHER FORMS OF WORK-BASED LEARNING HAD FOUND IMMENSE VALUE IN THESE PROGRAMS  
Work-based learning experiences provided students with a unique opportunity to explore a career path through hands-on work and determine, based on first-hand knowledge, if that path was the right fit. Beyond the opportunities for career exploration, students spoke about the tangible benefits of completing a CTE program for postsecondary success. For those who expected to go to college, CTE programs offered the chance of earning college credits and acquiring valuable experience that could have a positive weight in college applications. For those who planned to enter the workforce as their immediate next step, completing a CTE program, especially if they earned an industry recognized credential along the way, could be their ticket to a well-paid job after graduating high school.
- SUGGESTIONS TO IMPROVE** AND EXPAND CTE PROGRAMS AND INCREASE THE NUMBER OF HIGH SCHOOL GRADUATES WHO COMPLETE AN APPRENTICESHIP OR AN INDUSTRY RECOGNIZED CREDENTIAL  
In the view of participants, greater flexibility in the school schedule was needed for students to be able to complete all their CTE requirements, especially the work-based experience. In addition to greater flexibility in the school schedule, employers recommended streamlining how the educational system reaches out to business leaders. Some of the participants would like to see better coordination within the educational system, at the state level, if possible, to facilitate collaboration between education and industry.
- EQUALIZING THE IMPORTANCE** GIVEN TO CTE AND COLLEGE IN HOW THE STATE, SCHOOLS, AND FAMILIES PREPARE YOUTH FOR THE FUTURE  
While round table participants had a positive view of existing apprenticeships and other forms of work-based learning, they also recognized serious shortcomings in the CTE landscape in the state. Prominent among these were insufficient communication to students and parents/guardians regarding CTE opportunities, low employer and student participation, and a prevalent view of CTE as a backup to college rather than as an attractive primary educational and career path.

“ I think that there's a certain... just education that needs to happen around apprenticeship as a pathway to a career. I know that I've worked in high school settings for a while, and it was always college, college, college. If you can't do college, then maybe an apprenticeship or something, but that's just an incorrect and an uninformed opinion. It's because individuals don't understand all of the benefits. ”



# LISTENING SESSIONS BY GROUP

Listening sessions were scheduled with stakeholders and community partners or held during previously scheduled events. Maryland State Department of Education staff supported and attended each session. A question framework provided an opportunity for participants to share their thoughts and experiences on each of the Blueprint for Maryland's Future pillars that were most applicable to the stakeholder groups. Community partners and Maryland State Department of Education staff collaborated to ensure questions used stakeholder-friendly language and represented the specific groups' priorities.

PARENT AND FAMILY ENGAGEMENT EXPRESS (PFE)

SPECIAL EDUCATION FAMILY SUPPORT COORDINATORS

SPECIAL EDUCATION SERVICE PROVIDER COLLABORATIVE STEERING COMMITTEE

CAREER & TECHNICAL EDUCATION LOCAL DIRECTORS AND POSTSECONDARY CTE MEETING

STATE INTERAGENCY COORDINATING COUNCIL

PRINCIPAL SUPERVISORY MEETING

WORKFORCE INNOVATION AND OPPORTUNITY ACT ALIGNMENT (WIOA)

GIFTED AND TALENTED ADVISORY COUNCIL

NONPUBLIC SCHOOL LISTENING SESSION

FREE STATE PTA LISTENING SESSION

MARYLAND ASSOCIATION OF STUDENT COUNCILS CONVENTION (MASC)

MARYLAND STATE CHILD CARE ASSOCIATION (MSCCA) CONFERENCE

GREATER SALISBURY COMMITTEE

MCCACET COMMUNITY COLLEGE MEETING LISTENING SESSION

SPECIAL EDUCATION STATE ADVISORY COMMITTEE AND SPECIAL EDUCATION COUNTY ADVISORY COMMITTEE JOINT MEETING (SESAC/SECAC)

TEACH IN MARYLAND LISTENING SESSION

COMMUNITY W.E.L.L. LISTENING SESSION

BLACK & BROWN COALITION LISTENING SESSION

MARYLAND AGRICULTURAL EDUCATION FOUNDATION LISTENING SESSION

MOVING DORCHESTER FORWARD

MARYLAND AGRICULTURAL EDUCATORS ASSOCIATION SUMMER CONFERENCE

CASA LISTENING SESSION

## OVERVIEW OF LISTENING SESSIONS

The purpose of listening sessions are to provide a flexible format for stakeholders and community partners to share input on the Strategic Plan. Listening sessions were hosted by external groups with guidance and technical assistance provided by Maryland State Department of Education staff. The number of participants in each session ranged from small to large groups where facilitators posed the same questions in each group and note-takers recorded participant responses. Listening sessions were held in-person and virtually.



**25** LISTENING  
SESSIONS

MORE THAN  
**1,600**  
PARTICIPANTS

# EMERGING PRIORITIES & ENABLERS

Listening session participants represented a vast array of community organizations and their comments touched on several Strategic Plan priorities and enablers. As the Maryland State Board of Education and the Maryland State Department of Education move into the next phases of strategic planning, engagement with stakeholders will continue in earnest. This will ensure that the goals, flagship programs, initiatives, and strategies selected to achieve these priorities remain closely attuned to the needs, expectations, and hopes of Maryland's diverse communities.

<p><b>PRIORITY</b></p>	<p>All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.</p>	<p><b>PRIORITY</b></p>	<p>All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.</p>
<p><b>ENABLER</b></p>	<p>Maryland is elevating the stature of the teaching profession by:</p> <ul style="list-style-type: none"> <li>intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;</li> <li>setting rigorous standards for educator preparation programs and induction;</li> <li>and implementing a career ladder system focused on development and growth opportunities for all educators.</li> </ul>	<p><b>ENABLER</b></p>	<p>Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.</p>

## PARTICIPANTS WELCOMED THE RESOURCES MADE AVAILABLE BY THE BLUEPRINT FOR BROADENING THE AVAILABILITY AND EXPANDING ACCESS TO PRE-K AND EARLY CHILDHOOD PROGRAMS

Participants also spoke positively about the Blueprint's emphasis on promoting quality through the Maryland Excels quality rating system, which institutes a bonus for providers if they achieve and maintain quality standards. At the same time, participants spoke about potential challenges that may delay Pre-K expansion, particularly with regards to finding qualified teachers. Some expressed frustration with the existing credential review process and the time it takes, while others feared that new requirements for early childhood education teachers could exacerbate the existing staffing shortages.

## CONCERNS WITH SHORTAGES EXTENDED BEYOND THE WORLD OF PRE-K AND EARLY CHILDHOOD PROGRAMS

To address these concerns, participants shared proposals and strategies already underway to recruit, prepare, train, and retain highly qualified and diverse teachers and leaders. Participants proposed subsidizing training for all teachers who service English learners, funding professional development in special education for all general education teachers, and expanding "grow your own" programs as a strategy for getting students of diverse backgrounds into the teacher workforce.

## PARTICIPANTS SHARED THE IMPORTANCE OF ENSURING THAT ALL TEACHERS DEVELOP CULTURAL COMPETENCE

This expectation came up prominently when participants were asked what they would do if they had a million dollars to invest in their school communities. As it was explained, the money could be spent on funding to provide professional development for teachers to better understand the lives of their students and the way this impacts teaching and learning.

**“**...Our students are going to feel more comfortable if there are people that look like them in the school; we are using the 'grow your own,' but it will be 7-10 years before we see the fruits of our labor... we are looking at our young teachers now to see who has leadership qualities and how we can build upon this. **”**

## PARTICIPANTS RECOMMEND MUCH GREATER COLLABORATION AND CONNECTIVITY BETWEEN EDUCATION AND INDUSTRY

Among the Blueprint strategies that generated most interest among participants were those related to college and career readiness. Participants were encouraged by the Blueprint's mandate that students be college and career ready by the end of the 10th grade, and that they be able to select among pathways leading to postsecondary success. Participants conveyed excitement about initiatives and programs that were already expanding dual enrollment and apprenticeships and had concrete suggestions on how to bring those opportunities to scale. In the view of participants, stronger connections between education and business could take many forms, from a collaborative approach to career exploration and curriculum development to inviting employers to conduct interviewing and hiring in the school building. Participants imagined a future in which students would experience a seamless transition from career exploration to preparation and training, and from credentialing to hiring and career success.

**“** Starting with K-5, offer career explorations and field trips to employers of career clusters like hospitals, police stations, and ports. Employers can implement 'adopt-a-class' and speaker series to educate students about various occupations in middle school, along with programming at the school level in career explorations. Structured CTE curriculum and apprenticeship pathways with local employers will offer the final piece of direct hire. **”**

## CREATING SEAMLESS AND EQUITABLE PATHS TOWARDS FURTHER EDUCATION AND CAREERS WOULD REQUIRE MORE RESOURCES TO ENSURE THAT ALL STUDENTS ARE SUCCESSFUL

Participants shared positive examples of ongoing work to support students based on need, such as hiring additional bilingual staff to better communicate with English learners and their families, utilizing federal funds to develop multi-tiered systems of supports (MTSS) aimed at meeting students' academic, behavioral, social, and emotional needs, and leveraging the Blueprint's Concentration of Poverty grants to provide wraparound supports. While noting real progress in the efforts to build and expand support systems and resources for students, participants also acknowledged the challenges ahead. Participants advocated for more counselors, greater access to mental health and wellness services, greater availability of services for multilingual students and families, and better transition paths out of high school for students with disabilities. Participants also stressed the central role of parents/guardians in supporting their children's success in school, even more so in the case of students with disabilities, and called for districts and schools to provide more educational resources to parents/guardians to assist them in this role.



**KEY TAKEAWAYS**



# STUDENT SHADOWS

During his first year, State Superintendent Mohammed Choudhury visited all of Maryland's local education agencies - **23 counties and Baltimore City** - to engage with students, staff, and local superintendents throughout the state. Visits consisted of shadowing a student during classes, school programs, lunch and even recess! During these fully-immersive experiences, he actively participated in classwork, physical education, and student-led meetings. These shadows were followed by a shadow of the local education agency's superintendent. Each visit was documented on the Maryland State Department of Education's social media platforms detailing the day's happenings.

## KENT COUNTY

State Superintendent Choudhury shadowed a Henry Highland Garnet Elementary School 4th grader to English Language Arts and gym. Together they practiced paraphrasing and grammar before practicing their swing in gym class. Later the State Superintendent joined Local Superintendent Dr. Karen Couch for a tour of Kent County High School. There they met MakerSpace students exploring STEAM in a laboratory of invention and creativity. The State Superintendent also participated in an interview with WKHS, the only student radio station in Maryland!



## CHARLES COUNTY

State Superintendent Choudhury's school engagement continued at Charles County Public Schools shadowing an outstanding Barnhart Elementary School 5th grader with perfect attendance since Pre-K. They practiced skipcounting in math, comparing and contrasting in English Language Arts, and more. After, the State Superintendent shadowed Local Superintendent Dr. Maria Navarro and participated in meetings which focused on the Blueprint for Maryland's Future and English learners.

## MONTGOMERY COUNTY

State Superintendent Choudhury shadowed a high-achieving 8th grade student-athlete at Argyle Magnet Middle School, a magnet school for digital design and development. They brushed up on their knowledge of force and motion, and solved several quadratic equations. Afterwards, the State Superintendent met with Local Superintendent Dr. Monifa McKnight to tour Northwood High School's middle college program, as well as Washington Grove Elementary School's dual-language immersion program.



# OVERVIEW OF COMMUNITY EVENTS & CONVERSATIONS

Community conversations were developed as a mechanism for the State Superintendent to directly engage with specific communities, especially historically underserved groups. Similar to round tables, community conversations feature a small group of stakeholders in a discussion. These conversations are co-facilitated by the State Superintendent and a community leader. Topics and questions were developed in collaboration between community leaders, community organizations, and Maryland State Department of Education staff. Community conversations were held in-person and virtually.



**24** LOCAL EDUCATION AGENCIES ENGAGED





## WHAT WE LEARNED SO FAR

Marylanders across our state have conveyed a strong commitment and enduring support for public education. When asked how important the quality of Maryland's public schools are to the success of the state, an overwhelming majority have said that it is extremely important. A strong majority have a positive view of Maryland public schools' performance. At the same time, a diverse array of stakeholders have stressed key areas for improvement, the unmet challenges exacerbated by the COVID-19 pandemic, and urgency about the need to transform educational experiences for all students at scale, especially those who have been historically underserved.

Ensuring high-quality reading and writing learning experiences in the early grades was a top priority among all stakeholder groups who completed the strategic planning survey. This reflects the critical importance that all Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient. Additionally, stakeholder groups, including teachers and school leaders, prioritized developing excellent teachers and recognizing and rewarding the best teachers among their top five priorities.

Furthermore, in addition to survey responses, in-depth dialogues fostered by round tables highlighted meaningful nuances in the views and aspirations of Marylanders across our state. Black/African American respondents emphasized resources such as access to advanced course work and pathways, and high-quality teachers for underserved communities in their most frequently cited priorities. Participants in our educator round tables stressed the urgency of addressing representation gaps

“ Stakeholders have stressed key areas for improvement, the unmet challenges exacerbated by the COVID-19 pandemic, and urgency about the need to transform educational experiences for all students at scale, especially those who have been historically underserved. ”

in the teaching profession, supporting new teachers' growth through close collaboration, observation, and feedback from highly effective mentors, and expanding access to job-embedded professional learning opportunities. Students and parents/guardians, in turn, advocated for stronger wraparound supports, engagement, and better educational resources for families to support their students success in school. Leaders from the business community passionately spoke about the need to elevate career and technical education and ensuring better coordination between industry and the educational system to facilitate students' access and success with career exploration, work-based learning, and job placement opportunities.

Many of the themes that were prominent in the strategic planning survey and round tables also emerged during listening sessions. Participants stressed the importance of strengthening health and wellness supports for students. They also emphasized creating seamless and equitable pathways to college and careers and the expectation that institutions of higher education, employers, and the educational system must collaborate effectively to make those pathways a reality for every Maryland student. Listening sessions also called attention to additional priorities, such as the need to address teacher shortages and expanding high-quality Pre-K and early childhood programs.

The Maryland State Board of Education and the Maryland State Department of Education look forward to continuing to engage Marylanders as we move into Phases 2 and 3 of the strategic planning process.

# WHAT IS COMING NEXT

02

FEBRUARY 2023

**Refine Phase 1  
Release Goals and Metrics**

Between October 2022 and February 2023, the State Board and the Maryland State Department of Education will continue to engage with our communities to refine the Phase 1 elements of the Strategic Plan, and develop the goals and metrics linked to each of the priorities outlined in Phase 1. Engagement will take the form of regional data conversations with stakeholders, ongoing student shadows, and a new series of round tables and listening sessions. The goals and metrics will be released in February 2023.

03

JUNE 2023

**Finalize Phase 1 & 2 Identify Flagship Programs, Initiatives, and Strategies**

Between February and June 2023, we will engage with stakeholders to identify flagship strategies, initiatives, and programs to achieve the goals and metrics developed in Phase 2. This work will be informed by best-in-class research and involve in-depth conversations with education experts, practitioners, and decision makers from early childhood to K-12 education and from the business community to institutions of higher education. The complete Strategic Plan will be released in June 2023, and will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every child.

NOVEMBER 2021

INITIAL ENGAGEMENT & DATA GATHERING



OCTOBER 2022

Initial Release  
Mission, Vision, Values,  
Priorities and Enablers

PHASE  
01



JUNE 2023

Finalize Phase 1 & 2  
Identify Flagship Programs,  
Initiatives, and Strategies

PHASE  
03



ONGOING COMMUNITY  
STAKEHOLDER ENGAGEMENT

BLUEPRINT IMPLEMENTATION

FEBRUARY 2023

Refine Phase 1  
Release Goals and Metrics

PHASE  
02



JULY 2023 & BEYOND

IMPLEMENTATION &  
CONTINUOUS IMPROVEMENT



**EVERY VOICE COUNTS**  
**CADA VOZ CUENTA**

**Help shape the future of Maryland education!**

**¡Ayúdenos a formar el futuro de las escuelas públicas de Maryland!**



SCAN ME

**WE WANT TO HEAR FROM YOU!**

We want to hear from all Maryland residents as we enhance educational opportunities for every Maryland child. The Maryland State Board of Education and the Maryland State Department of Education invite you to participate in their strategic planning survey to help define the future of public school education.



## CONTACT US

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